ED 423 229 EXPRESSIVE ARTS THERAPIES IN SCHOOLS. A SUPERVISION AND PROGRAM DEVELOPMENT GUIDE.

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DOCUMENT RESUME

ED 423 229 SP 038 152

AUTHOR	Frostig, Karen; Essex, Michele
TITLE	Expressive Arts Therapies in Schools. A Supervision and Program Development Guide.
ISBN	ISBN-0-398-06868-2
PUB DATE	1998-00-00
NOTE	108p.; "With a contribution by Julianne Hertz."
AVAILABLE FROM	Charles C. Thomas Publisher, Ltd., 2600 South First Street, Springfield, IL 62794-9265; toll-free phone: 800-258-8980; World Wide Web: http://www.ccthomas.com ($20.95).
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Art Expression; *Art Therapy; Dance Therapy; *Educational Therapy; Elementary Secondary Education; Higher Education; Intervention; Music Therapy; Professional Development; Program Development; Students; Supervision
IDENTIFIERS	Case Management; *Expressive Therapy

ABSTRACT

This guide provides recommendations and guidelines to expressive arts therapists and educators who work in school settings as therapists, supervisors, supervisees, or graduate school expressive arts interns. There are eight chapters: (1) Expressive Arts Therapies in School Settings (definitions, learning objectives, confidentiality, ethical guidelines, the school calendar, school culture, and shared goals); (2) Supervision Guidelines (what supervision is, guidelines for supervisors and supervisees, and discussion of difficult topics in supervision); (3) Case Management Guidelines (case management and structural guidelines and case management forms); (4) Collaboration and Communication Guidelines (establishing consistent school-wide and system-wide policies); (5) Observation and Evaluation: Process and Procedures; (6) Professional Development (credentialing and licensing, continued professional development as a clinician, and continued professional development within one's modality); (7) Guidelines for Introducing and Promoting Expressive Arts Therapies in School Settings (recommendations for contacting schools to explore consulting, employment, or training opportunities in expressive arts therapies; writing proposals to promote the addition of expressive arts therapies; developing formats for expressive arts therapies presentations; and asking questions at informational or site interviews and end-of-year program review and evaluation); and (8) Conclusion. The three appendixes present case management forms, evaluation forms, and additional resources. (SM)

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